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27 June 1980

Memorandum for Bruce Clarke, DD/NFA

Subject: Don Smith's Memorandum

1. I doubt that I can give useful advice on this matter. I have not thought about it previously, and my knowledge of the relevant realities is fragmentary and for the most part sketchy.

2. Donald Smith's memorandum comes across to me as a wordy jumble. It says a lot of things, some of them pieties, but there is no clear underlying concept or a sense of analytical direction. It does not furnish a basis for pointed discussion.

3. I gather that it is not clear what precisely the DCI has in mind and that may be one reason why the memorandum flutters off in all directions. If he does not have anything precise in mind yet but strongly feels the need for action in this area, it would give you the opportunity to propose something in line with what you think is needed to facilitate the achievement of some of your goals.

4. I take it that the main purpose of a new curriculum lies more in improving professional attitudes and doctrine than in upgrading skills (although the illustrative core curriculum addresses both). I suppose that relevant attitudes and doctrines concern such things as relations with consumers, responses to consumer requests, the production of good in-depth analysis as well as good current intelligence (and the proper mix of these), reaction to signals received from above, the need to do well what one would rather not do, etc.

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5. I am frankly skeptical that these things can be well taught in a school setting. I assume that they are taught and learned most effectively--whether well or badly--on the job, and more by osmosis than by deliberate instruction. And I imagine that this is done better in some branches than in others, depending on the relevant capabilities and interests of branch chiefs. This would mean that the outside school may contribute something useful for people ensconced in units that are not doing on-the-job indoctrination well.

6. If the school idea is to be used as a secondary line of attack, I would favor a curriculum for short courses that, instead of trying to be all-embracing, concentrate either on doctrine and attitudes or on matters of craft (analytical or otherwise) and perhaps even then concentrate on a few objectives.

7. But, then, one would also want to make sure that the teachers have the appropriate capabilities.

Sorry I cannot do better. I would have to spend considerable time studying the problems before I could do so.



Klaus Knorr

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